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ABSTRACT

Data collected by the National Center for Education Statistics are the basis for these analyses of student migration patterns in New Jersey. The distribution of out-migrating full-time, first-time freshmen in 1979 is examined by collegiate sector and institutional control. The states and institutions to which these students migrate are also highlighted. In addition, patterns of in-migration to New Jersey institutions of full-time first-time freshmen from out of state are analyzed. The constituency of out-migrants whose choice of college appears amenable to influence through policy initiatives or increased recruiting is delineated. The impact of a reduction in out-migration on systemwide enrollments in the long term is examined, and the economic consequences of out-migration are presented. Significant findings include these: about a third of New Jersey's college freshmen attended out-of-state institutions in 1979, and a higher percentage of full-time, first-time freshmen out-migrated; most of these attended private, four-year colleges, while those who remained primarily attended two-year colleges. In-migrants represented about 7 percent of New Jersey's college population. The systemwide effect of out-migration was found to be significant, and retention of outmigrants could eliminate the projected enrollment decline. Academic reputation/institutional quality is suggested as a reason for over 40 percent of out-migration. The two recommendations made are that the state survey (1) a sample of the state's public and non-public high school seniors about their perceptions of institutional characteristics contributing to reputation and their part in college choice, and (2) a sample of in-migrating full-time first-time freshmen to learn which factors influenced their decisions to attend schools in New Jersey. Nine data tables on in- and out-migration and school selectivity are appended. (MSE)

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Out-Migration of New Jersey Full-Time First-Time Freshmen, 1979: Analysis and Recommendations

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I. SUMMARY AND RECOMMENDATIONS

Historically, large numbers of New Jersey residents who attend college have attended institutions outside of the state. However, with the expansion of the public senior institutions and the rapid growth of community colleges, increasing numbers of New Jersey residents are attending college within the state. Nevertheless, significant proportions of students continue to leave New Jersey each year to go to college, a much larger number, in fact, than students who enter New Jersey from other states to pursue higher education. New Jersey's out-migrant students also carry with them considerable amounts of student financial aid. An investigation of this phenomenon, based upon data collected by the National Center for Education Statistics (NCES), forms the basis of the analyses presented in this report.

An examination of migration patterns of the New Jersey college-going population is important for a number of reasons. First, out-migration has direct consequences in terms of total systemwide enrollments. Given the anticipated enrollment decline which colleges and universities will experience as a result of changes in the age structure of the U.S. population, the higher education system in New Jersey cannot afford to continue to lose constant and significant numbers of students each year to other states. The impact of the anticipated decline will be felt in the area of employment (faculty and non-faculty) as well as in the area of capital utilization. Thus, a description of the nature of the movement of out-migrating students, in terms of where they go when they leave the state, will provide the Department of Higher Education with much needed information which can be used as a basis for the development of specific policies designed to reduce the size of the New Jersey college-going population which leaves the state each year.

Second, the magnitude of the economic consequences of out-migration, which can be translated primarily in terms of the dollar amount of revenues which would go directly to New Jersey colleges and universities had students remained in state, is considerable and needs to be highlighted. Third, specifically with respect to full-time first-time freshmen, the data indicate that while the proportion of freshmen leaving the state has declined since 1968, the number (approximately 28,000 full-time and part-time) of these students has remained virtually unchanged since then. Thus, in spite of the growth of the system of higher education in New Jersey in the past decade, the same number of freshmen leave the state to go to college each year. The reasons why this phenomenon persists need to be examined. Analysis of the distribution of freshmen is especially important for long-range planning, for it is primarily toward this group of students that recruitment strategies must be directed and upon whom institutional resources must be concentrated in efforts to increase retention. Finally, the human capital which New Jersey loses each year, due to a pattern of students, and later, graduates possibly working and residing in areas near the college in which they matriculated, represents a loss to the state's current and future economy.

It should be pointed out that while out-migration does have an effect on systemwide enrollments, it is unrealistic to anticipate that the current total number of freshman out-migrants can be reduced to zero through the introduction of specific policies. Indeed, since it is apparent that some students leave the state for reasons which go beyond those which can be influenced by statewide policy (e.g., attending colleges which their parents attended, or a college which posits a particular religious ideology), there is realistically only a portion of the total number of out-migrating students for whom inducements to remain in state, through policy initiatives and/or recruiting and marketing efforts, may be meaningful and result in higher retention rates. The current data on

out-migration, while they do not permit analysis of how students arrive at the decision to go to a particular institution, do allow for the delineation of a group of students toward whom retention activities can be directed with a reasonable expectation of success.

This report examines the distribution of out-migrating full-time first-time freshmen in 1979 by collegiate sector and institutional control.(1) The states and institutions to which these students migrate are also highlighted. In addition, patterns of in-migration to New Jersey institutions of full-time first-time freshmen from out of state are analyzed. The constituency of out-migrants whose choice of college appears amenable to influence through policy initiatives or increased recruiting is delineated. The impact of a reduction in out-migration on systemwide enrollments in the long term, is examined. Further, the economic consequences of out-migration are presented. Significant findings of the analysis include the following:

- Approximately one-third of New Jersey's college freshmen attended out-of-state institutions in 1979. An even higher proportion, thirty-nine percent, of full-time first-time freshmen left the state to attend college that year. The rate of out-migration of students in this category is the highest in the coterminous United States. Furthermore, the absolute number of out-migrants has remained relatively constant throughout a period of significant growth in the system.
- The majority (70%) of full-time first-time freshman out-migrants attended private institutions, primarily four-year colleges. In contrast, of full-time first-time freshmen remaining in state, almost 46% attended two-year colleges and nearly 38%, four-year colleges, the majority of which were public.

(1)Collegiate sector refers to whether an institution is a university, (offering doctorates), a four-year college, or a two-year college. Institutional control refers to whether an institution is private or public.

- Pennsylvania and New York attracted, respectively, 25% (6,838) and 17% (4,583) of out-migrating New Jersey freshmen.
- In-migrants to New Jersey represented approximately 7% of the total number of full-time first-time freshmen enrolled in New Jersey colleges and universities in 1979. The difference in the numbers of in-migrating and out-migrating students makes New Jersey the largest net exporter of students in the country.
- The number of full-time first-time freshman out-migrants from New Jersey was 26,987. Of this number, 52% (14,074) attended institutions for which New Jersey has no counterpart or which have limited enrollment capacity, such as historically black institutions, specialized institutions (e.g., fashion and design, military, music or religious) or institutions which are very selective.
- The data show that, of full-time first-time freshmen whose apparent preference is for public senior institutions, New Jersey retains 70% in state, losing only 30% to out-of-state institutions. Further, among students choosing four-year public colleges the vast majority (82%) remain in state, while for those freshmen selecting private four-year colleges, over 70% go out of state.
- The number of freshman out-migrants who did not attend special or highly selective institutions was 12,913. These students represent a pool of students toward whom retention activities could be directed with some expectation of positive results.
- The systemwide impact of out-migration is significant. For example, it can be observed that by reducing the pool of out-migrants who may possibly be retained in New Jersey (12,913 students) between 25% and 50% each year for nine years, the system would remain stable; i.e., would experience no decline in total undergraduate headcount enrollment when compared with the projected baseline estimates given in the Statewide Plan.

- The economic impact of out-migration is also significant. It can be demonstrated that the students who could possibly be retained could contribute, minimally, $34.7 million to the state's economy per year.
- Although there are many reasons why students go out of state, it can be observed that academic reputation/institutional quality may be the reason why over 40% of full-time freshmen leave.

The data collected by NCES on full-time first-time freshmen are limited and do not lend themselves to detailed analysis from which specific policy recommendations can be made to address the long-term consequences of out-migration. For example, the data do not permit analysis of how students arrive at the decision to go to a particular institution. Although the findings of a previous study on out-migrating New Jersey residents indicate that students leave the state for a number of reasons, the fact that the largest proportion cite the academic reputation of the school needs to be analyzed. Indeed, an analysis of such data, were it available, could serve to inform both the Department of Higher Education, and the institutions charged with developing programs, of those factors pertaining to academic reputation which are alterable, and provide the basis for policy initiatives designed to reduce out-migration over the long term.

Based upon analysis of the available data, and in light of the consequences of student out-migration on both the higher education system and the economy of New Jersey in general, i.e., the enrollment loss, human capital loss, and monetary loss (impact on revenues), the following recommendations are made:

1. <u>The Department of Higher Education should conduct a survey of a representative sample of New Jersey public and non-public high school seniors to determine which characteristics of institutions contribute to prospective students' perceptions regarding academic reputation and institutional quality, and the extent to which such perceptions influence specific enrollment decisions</u>.

In order to develop policies and programs which will encourage larger numbers of non-residents to enroll in New Jersey colleges and universities, it is further recommended that:

2. The Department of Higher Education conduct an analogous survey of in-migrating full-time first-time freshmen in order to determine which factors influenced their decisions to attend New Jersey institutions.

II. INTRODUCTION

The Statewide Plan for Higher Education addresses two aspects of student enrollment which are pertinent to this analysis of migration. These are (1) the goal of reducing the proportion of New Jersey residents who pursue their postsecondary education in out-of-state institutions; and (2) the need for New Jersey institutions to attract more students from other states. Thus, this report presents an examination of migration patterns of the New Jersey college-going population as a first step toward the development of comprehensive policies which may have an impact, both on reducing the number of New Jersey residents who leave the state to attend institutions of higher education, and on attracting larger numbers of non-residents to New Jersey colleges and universities. In addition to examining the pattern of out-migrants and in-migrants with respect to where students go to college, this report also looks at some of the consequences of out-migration in terms of its impact on both systemwide enrollments and state revenues. Before addressing these issues, however, an historical framework through which the current pattern of out-migration can be viewed is necessary.

Prior to the vote by the New Jersey Legislature in 1966 to approve the Higher Education Act which resulted in the expansion of the public colleges, both two- and four-year, significant numbers of New Jersey residents pursued their postsecondary education outside of the state. In 1968, two years after the Higher Education Act was passed, approximately one-half of all New Jersey first-time freshmen (both full-time and part-time) attending college attended out-of-state institutions.[2] By 1975, this figure had fallen to approximately one-third.[3] The 1979 data reveal that the trend in the proportion of total freshmen who are out-migrants appears to be remaining constant at approximately

(2)U.S. Department of Health, Education and Welfare, Residence and Migration of College Students, Analytic Report: Fall 1968. Washington, D.C., July 1970.

(3)National Center for Education Statistics, "Migration of College Students: Preliminary Analysis of Trends in College Student Migration, 1975."

thirty-three percent. It is particularly noteworthy, however, that the number of freshmen (both full-time and part-time) who leave the state has remained virtually unchanged since 1968, such that the decline in the proportion of out-migrants reflects the growth in systemwide total enrollments and not a decline in the numbers of students who leave the state (see Appendix Table 1).

While these data show a decline in the proportion of freshmen out-migrating from New Jersey, two points of caution need to be highlighted. First, it is noted by the National Center for Education Statistics (NCES) that comparability between surveys of student migration is limited by differences in survey coverage and because of variations in the definitions of "home state". Second, and more important, as the data collected prior to 1979 do not distinguish between full-time and part-time freshmen, it is not possible to conduct retrospective analyses of full-time first-time freshmen only. However, the 1979 data reveal that of out-migrating freshmen, the vast majority (95%) were full-time. It is therefore this group upon which the present analysis is focused. Data on full-time first-time out-migrating freshmen in subsequent years can then be analyzed explicitly in terms of the 1979 baseline.

The data in this report were compiled from the 1979 "First-time Residence and Migration Survey", HEGIS Form #2300-2.8, developed by NCES. All U.S. colleges and universities were asked to complete information on state of residence for students who were enrolled at the institution for the first time at each of the levels of freshman, undergraduate transfer, graduate, first professional, or unclassified.

The remainder of this report is topically organized to address first the current pattern of out-migration and then, given this pattern, to address the question of why students leave, and what effect the pattern has on systemwide enrollments and revenues. Section III describes in detail the pattern of out-migrating full-time first-time freshmen, in terms of its distribution by sector and institutional control. In order to demonstrate the significance of the number of students New Jersey loses, comparisons are also made with other states. To understand further the nature of the pattern of out-migration of New Jersey freshmen, the states to which full-time first-time freshmen go and some of the specific institutions which they attend, are highlighted. Given that an important component of any system's enrollment is the number of students from other states who attend state institutions, this section also provides a detailed examination of full-time first-time freshman in-migrants to New Jersey. In addition, New Jersey's pattern of in-migration is compared with that of other states.

Section IV addresses the question of why students leave New Jersey to pursue a postsecondary education. Included is a discussion of the effects which sector, institutional control, institutional specialization, and selectivity may have on the observed pattern of out-migration. The section concludes with an assessment of the pool of students who could possibly be induced to remain in state.

In Section V the impact of the pattern of out-migration of full-time first-time freshmen is analyzed in terms of systemwide enrollments. An enrollment projection model which incorporates various levels of reduction in the pool of potential retainees is described.

A number of observations regarding the impact of out-migration on student financial aid and state revenues are made in Section VI. Also included is a brief discussion of tuition and fees differentials for in-state and out-of-state New Jersey full-time first-time freshmen.

The final section provides a summary of the major findings of the report and concludes with recommendations for future research initiatives.

III. PATTERNS OF MIGRATION

A. Full-Time First-Time Freshman Out-Migrants

The 1979 data on full-time first-time freshmen indicate that the number of these students who migrated out of New Jersey represented 39% of the total college-enrolled full-time first-time freshmen who were reported as New Jersey residents that year. In addition, it can be observed that out-migrating full-time first-time freshmen are distributed among collegiate sectors in a somewhat different and significant pattern from freshmen who remain in state.

1. Distribution by Sector and Institutional Control

In terms of the distribution of migrating full-time first-time freshmen by sector and control of institution, Table 1 shows that the majority (approximately 47%) of all out-migrating first-time freshmen attended four-your colleges; the remaining distribution was 45% to universities and almost 8% to two-year colleges. In comparison, the distribution by sector for full-time freshmen who remained in state was 38%, 17%, and 45% for four-year colleges, universities, and two-year colleges, respectively.

It is also noteworthy that 70% of out-migrating full-time first-time freshmen attended private institutions while only 30% attended public institutions. This pattern is also found within each sector. In contrast, the distribution of the freshmen remaining in the state by control of institution was 83% public and 15% private. The quality of institution which New Jersey residents (both in state and out of state) attend will be examined in Section VI.

TABLE 1

Full-Time First-Time New Jersey Freshmen by Migration Status, Sector, and Institutional Control, 1979
(Column Percent)

	Out-of-State		In-State	
Universities				
Public	4,729	(17.5)	5,060	(12.1)
Private	7,401	(27.4)	1,856	(4.4)
Subtotal	12,130	(44.9)	6,916	(16.6)
Four-Year Colleges				
Public	2,481	(9.2)	11,518	(27.6)
Private	10,297	(38.2)	4,196	(10.1)
Subtotal	12,778	(47.4)	15,714	(37.7)
Two-Year Colleges				
Public	809	(3.0)	18,807	(45.1)
Private	1,270	(4.7)	251	(0.6)
Subtotal	2,079	(7.7)	19,058	(45.7)
TOTAL	26,987	(100.0)	41,688	(100.0)

Table 2 shows the relative distribution of all New Jersey full-time first-time freshmen by sector and type of control. It is interesting to note that of the total full-time first-time freshmen in 1979 who were New Jersey residents (N=68,675), the single largest proportion (27%) attended public two-year institutions in state. Four-year colleges attracted the second largest proportion, with both private out-of-state and public in-state institutions attracting, respectively, 15% and 17% of all freshmen. This distribution of full-time first-time freshmen in 1979 shows that the choice for those remaining in state is for two-year colleges. However, among students who leave the state the choice changes to that for senior institutions.

TABLE 2

Distribution of Full-time First-time New Jersey Freshmen by Migration Status, Sector, and Institutional Control, 1979
(Percent of Total)

	Out-of-State		In-State		Total	
Universities						
Public	4,729	(6.9)	5,060	(7.4)	9,789	(14.2)
Private	7,401	(10.8)	1,856	(2.7)	9,257	(13.5)
Subtotal	12,130	(17.7)	6,916	(10.1)	19,046	(27.7)
Four-Year Colleges						
Public	2,481	(3.6)	11,518	(16.8)	13,999	(20.4)
Private	10,297	(15.0)	4,196	(6.1)	14,493	(21.1)
Subtotal	12,778	(18.6)	15,714	(22.9)	28,492	(41.5)
Two-Year Colleges						
Public	809	(1.2)	18,807	(27.4)	19,616	(28.6)
Private	1,270	(1.8)	251	(0.4)	1,521	(2.2)
Subtotal	2,079	(3.0)	19,058	(27.8)	21,137	(30.8)
TOTAL	26,987	(39.3)	41,688	(60.7)	68,675	(100.0)

2. Out-Migration of New Jersey Freshmen in Comparison with Other States

The 61% rate of retention of New Jersey freshmen is well below the 84% national average for all states as reported by the NCES. Table 3 shows the percent of out-migrants for selected states. These states were chosen for comparison either because they have large higher education systems or because their total enrollment is similar to New Jersey's and thereby provide some basis for comparison. New Jersey's rate of out-migration (39%) was higher than its two neighbors, New York and Pennsylvania, which had rates of 17% and 19%, respectively. Further, Michigan, whose total enrollment of full-time freshmen was only slightly lower than New Jersey's, had an out-migration rate of only 9% (i.e., a retention rate of 91%).

TABLE 3

Out-Migration of Full-Time First-Time Freshmen (FTFTF): Selected States (Row Percent)

States	Total (FTFTF) Enrolled (anywhere)	No. Remaining In-State	No. Out-Migrants
California	154,265	144,488 (93.7)	9,777 (6.3)
Illinois	89,315	71,313 (79.8)	18,002 (20.1)
Massachusetts	60,155	47,799 (79.5)	12,356 (20.5)
Michigan	67,054	60,983 (91.0)	6,071 (9.0)
New Jersey	68,675	41,688 (60.7)	26,987 (39.3)
New York	170,172	141,191 (83.0)	28,981 (17.0)
Ohio	73,400	62,750 (85.5)	10,650 (14.5)
Pennsylvania	79,258	64,163 (81.5)	15,095 (19.0)
Texas	90,691	85,787 (94.6)	4,904 (5.4)

Source: "Residence and Migration of College Students, Fall 1979", NCES Report #81-343, forthcoming.

B. States and Institutions to Which Full-Time First-Time Freshmen Migrate

This section discusses the states to which New Jersey residents migrate and describes the relative proportions of total out-migrant freshmen by sector. It also describes in more detail the states and types of institutions out-migrating full-time first-time freshmen attended.

1. States to Which Full-Time First-Time Freshmen Migrate

Data on the top ten states which attracted full-time first-time New Jersey freshmen are presented in Table 4. These ten states accounted for over 75% of all out-migrating New Jersey freshmen. Of the freshmen who left New Jersey in pursuit of higher education, 11,421 (42%) chose institutions in Pennsylvania and New York. Figure 1 shows the distribution of New Jersey full-time freshmen in states across the country. The data indicate that Pennsylvania's major attractions for New Jersey freshmen were the private four-year colleges, which enrolled 3,472 (51%) of the New Jersey students attending college in that state (see Appendix Table 2 for percent distributions). New York's attraction for New Jersey students was more evenly distributed by sector, with 1,795 (39%) of the out-migrants to that state attending private four-year colleges and 1,641 (36%), private universities. New York and Pennsylvania have traditionally been the most popular states for New Jersey college-bound students, which is understandable given the geographical convenience of institutions in New York and Pennsylvania to many New Jersey communities. It is interesting to note, contrasted with the prevailing pattern, that in three states--Delaware, Virginia, and Maryland--the majority of out-migrants attended public rather than private institutions.

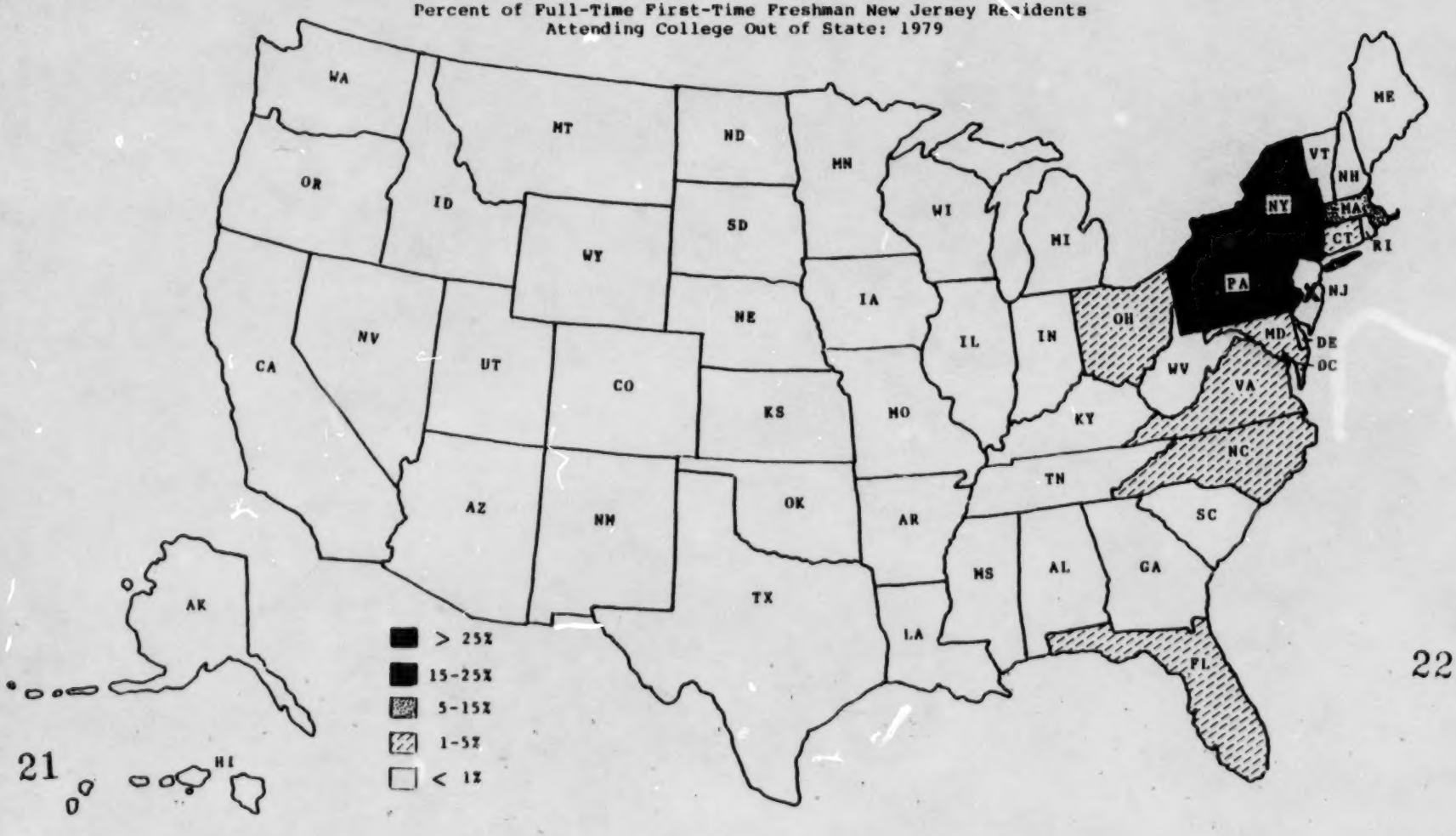
TABLE 4

States Attracting Largest Numbers of New Jersey
Full-Time First-Time Freshmen

State	Universities		Four-Year Colleges		Two-Year Colleges		Total	%
	Public	Private	Public	Private	Public	Private		
Pennsylvania	483	1,684	857	3,472	183	159	6,838	25.3
New York	158	1,641	360	1,795	127	502	4,583	17.0
Massachusetts	77	1,256	17	638	6	191	2,185	8.1
Virginia	412	0	244	559	7	19	1,241	4.6
Florida	130	269	38	532	172	89	1,230	4.6
Delaware	762	0	37	105	4	129	1,037	3.8
Maryland	385	74	156	262	8	0	885	3.3
North Carolina	194	117	109	355	24	57	856	3.2
Connecticut	27	425	68	248	7	20	795	2.9
Ohio	204	142	5	404	5	5	765	2.8
Ten State Total	2,832	5,608	1,891	8,370	543	1,171	20,415	75.6
Remaining States & Territories	1,897	1,793	590	1,927	266	99	6,572	24.4
TOTAL	4,729	7,401	2,481	10,297	809	1,270	26,987	100.0

FIGURE 1

Percent of Full-Time First-Time Freshman New Jersey Residents
Attending College Out of State: 1979



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2. Institutions of Migration of Full-Time First-Time Freshmen

Full-time first-time freshman out-migrants from New Jersey attended 1,360 different colleges and universities in 1979. There were 53 institutions to which 100 or more out-migrating freshmen went, with the University of Delaware drawing the single largest number of these students: 762. The complete list of these institutions is found in Table 5. These 53 colleges and universities accounted for 35% (9,538) of all full-time freshmen who attended college out of state. The remaining students were distributed as 26% (7,014) attending institutions with between 50 to 99 New Jersey full-time freshmen (see Appendix Table 3), and 39% (10,435), institutions with less than 50 freshmen.

Fifty-nine percent of all full-time freshmen who attended college in Pennsylvania attended colleges which attracted 100 or more New Jersey residents. The leading colleges in the state were Villanova University, Drexel University, University of Pennsylvania, Lehigh University, and Pennsylvania State University-Main Campus. Each of these institutions attracted over 200 New Jersey residents. Only one college in New York, Syracuse University-Main Campus, attracted over 200 New Jersey freshmen. The other colleges in New York which drew the largest numbers of New Jersey freshmen were Cornell University Endowed Colleges and Ithaca College, with 195 and 187 freshmen, respectively.

TABLE 5

Out-of-State Colleges and Universities Enrolling 100 or more New Jersey Full-time First-time Freshmen by Institutional Control

Institution	State	No. of Students Enrolled	Control*
University of Delaware	Del.	762	A
Villanova University	Penna.	458	C
Boston University	Mass.	369	C
Drexel University	Penna.	354	C
Syracuse University-Main	N.Y.	334	C
University of Pennsylvania	Penna.	310	C
University of Maryland-College Park	Md.	301	A
Lehigh University	Penna.	281	C
Pennsylvania State-Main	Penna.	250	A
University of Hartford	Conn.	218	C
Cornell University Endowed Colleges	N.Y.	195	C
Lafayette College	Penna.	190	D
Ithaca College	N.Y.	187	D
Bucknell University	Penna.	183	D
Temple University	Penna.	182	A
Northeastern University	Mass.	182	C
University of Miami	Fla.	179	C
Gettysburg College	Penna.	177	D
Boston College	Mass.	174	C
West Chester State College	Penna.	167	B
Georgetown University	Wash.,D.C.	166	C
University of Scranton	Penna.	162	D
Muhlenberg College	Penna.	158	D
George Washington University	D.C.	145	C
West Virginia University	W. Va.	145	A
Fashion Institute of Technology	N.Y.	145	B
New York University	N.Y.	141	C
Columbia University-Main	N.Y.	140	C
Widener College (Widener U.)	Penna.	137	D
University of S.C. (Columbia)	S.C.	132	A
East Stroudsburg State College	Penna.	131	B
Johnson & Wales College	R.I.	130	D
Virginia Poly Institute	Va.	127	A
American University	D.C.	126	C
Fordham University	N.Y.	125	C
St. Joseph's University	Penna.	124	D
Moravian College	Penna.	123	D
Franklin & Marshall	Penna.	120	D
Lynchburg College	Va.	118	D
Albright College	Penna.	115	D
Howard University	D.C.	115	C
Rochester Institute of Technology	N.Y.	110	D
Brown University	R.I.	109	C
U. Vermont & State Agr. College	Vt.	109	A
Delaware Vly College Sci. & Agr.	Penna.	107	D
Dickinson College	Penna.	105	D
Kutztown State College	Penna.	105	B
LaSalle College	Penna.	105	D
University of Virginia-Main	Va.	103	A
Rensselaer Poly. Institute	N.Y.	102	C
Wesley College	Del.	102	D
University of Rochester	N.Y.	102	C
U. S. Naval Academy	Md.	101	B

*Institutional Control: A-public university; B-public four-year college; C-private university; D-private four-year college; E-private two-year college.

C. In-Migration of Full-Time First-Time Freshmen

Of course, out-migration is only one aspect of the freshman migration phenomenon. Students also migrate into states, including New Jersey, to pursue higher education. However, as this section shows, on balance New Jersey is a net exporter of full-time first-time freshmen to a greater extent than any other state in the nation.

1. In-migration to New Jersey

While New Jersey, in proportion to the size of its college-going population, is the largest exporter of full-time first-time freshmen in the country, it attracts relatively small numbers of students from other states and countries. In fall 1979, 3,201 freshmen from outside of New Jersey attended college in the state. This figure represented seven percent of the total enrollment of full-time first-time freshmen in New Jersey institutions and is below that for other states. The data in this section show that freshmen migrating to New Jersey followed the same pattern as did freshman out-migrants, i.e., they primarily attended four-year colleges and private institutions.

The distribution of in-migrating compared with out-migrating full-time first-time freshmen can be seen in Table 6. First-time freshmen coming into New Jersey tend to be equally distributed between universities and four-year colleges, in contrast to the out-migrants, who enrolled more heavily in four-year colleges than in universities. However, within these two sectors, for both in-migrants and out-migrants, private institutions attracted more enrollees.

Pennsylvania and New York were the largest suppliers of in-migrants, although New York outnumbered Pennsylvania (the figures are 1,154--36%--and 515--16%-- respectively) in terms of full-time freshman in-migrants (see Appendix Table 4). The only other states which sent more than 100 full-time freshmen were Connecticut, with 188 (6% of the total), and Massachusetts, with 141 (4% of the total).

TABLE 6

Distribution of Full-time First-time Freshman In-Migrants and Out-Migrants by Sector and Institutional Control (Column Percent)

	In-Migrants		Out-Migrants	
Universities				
Public	468	(14.7)	4,729	(17.5)
Private	1,041	(32.5)	7,401	(27.4)
Subtotal	1,509	(47.2)	12,130	(44.9)
Four-Year Colleges				
Public	392	(12.2)	2,481	(9.2)
Private	1,136	(35.5)	10,297	(38.2)
Subtotal	1,528	(47.7)	12,778	(47.4)
Two-Year Colleges				
Public	112	(3.5)	809	(3.0)
Private	52	(1.6)	1,270	(4.7)
Subtotal	164	(5.1)	2,079	(7.7)
TOTAL	3,201	(100.0)	26,987	(100.0)

The colleges and universities in New Jersey and the percent of all in-migrating full-time freshmen at each are given in Table 7. The institution which attracted the largest number of freshman in-migrants was Princeton University, with 966, followed by Rutgers-New Brunswick, with 468. Each of the state's eight public four-year colleges enrolled at least 23 in-migrating freshmen, with Montclair enrolling the largest number, 73 students. The community colleges accounted for a total of only 112 in-migrants and no one college in this sector enrolled more than 17 non-New Jersey freshmen. In addition to Princeton, among the independents, Centenary College, Rider College, Drew University, Stevens Institute of Technology, and F.D.U.-Teaneck campus each enrolled over 100 in-migrating freshmen.

TABLE 7

Enrollment of In-Migrating
Full-time First-time Freshmen
at New Jersey Institutions by Sector (1979)*

	Total Students	New Jersey Residents	Out-of-State Residents	Out-of-State as a % of Each School's Total Enrollment	Out-of-State as a % of Total In-Migration (N=3,201)
States Colleges					
Glassboro State College	1,675	1,642	33	2.0	1.0
Jersey City State College	840	7[illegible]	60	7.1	1.9
Kean College of New Jersey	1,098	1,016	67	6.1	2.1
Montclair State College	1,725	1,667	73	4.2	2.3
Ramapo College of New Jersey	591	568	23	3.9	0.7
Stockton State College	771	773	38	4.9	1.2
Trenton State College	1,307	1,274	33	2.5	1.0
Wm. Paterson College of N.J.	1,796	1,769	27	1.5	0.8
Rutgers University					
Camden	468	458	10	2.1	0.3
Newark	904	888	16	1.8	0.5
New Brunswick	5,528	5,060	468	8.5	14.6
Other Public Universities					
CMDNJ (School of Allied Health)	80	80	0	0	0
NJIT	655	643	12	1.8	0.4
Community Colleges					
Atlantic Community College	614	613	1	***	***
Bergen Community College	1,609	1,607	2	0.1	0.1
Brookdale Community College	1,482	1,475	7	0.5	0.2
Burlington County College	717	717	0	-	-
Camden County College	1,456	1,442	14	1.0	0.4
Cumberland County College	434	434	0	-	-
Essex County College	1,922	1,915	7	0.4	0.2
Gloucester County College	561	551	10	1.8	0.3
Hudson Co. Comm. Coll. Commission	559	559	0	-	-
Mercer County Community College	1,033	1,021	12	1.2	0.4
Middlesex County College	1,972	1,955	17	0.9	0.5
Morris, County College of	1,941	1,936	5	0.2	0.2
Ocean County College	1,047	1,046	1	***	***
Passaic County Community College	862	845	17	2.0	0.5
Salem Community College	312	302	10	3.2	0.3
Somerset County College	804	804	0	-	-
Union College	1,051	1,050	1	***	***
Union County Technical Institute	543	535	8	1.5	0.2
Independent Colleges and Universities**					
Assumption College for Sisters	6	2	4	66.7	0.1
Beth Medrash College	6	0	6	100.0	0.2
Centenary College	290	179	111	38.3	3.5
College of St. Elizabeth	147	129	18	12.2	0.6
Don Bosco College	24	9	15	62.5	0.5
Drew University	334	180	154	46.1	4.8
F.D.U.-Edward Williams College	297	249	48	16.2	1.5
F.D.U.-Madison Campus	413	321	92	22.3	2.9
F.D.U.-Rutherford Campus	434	387	47	10.8	1.5
F.D.U.-Teaneck Campus	631	508	123	19.5	3.8
Felician College	115	115	0	-	-
Georgian Court College	117	112	5	4.3	0.2
Monmouth College	475	424	51	10.7	1.6
Northeastern Bible College	51	31	20	39.2	0.6
Princeton University	1,124	158	966	86.0	30.2
Rabbinical College of America	42	7	35	83.3	1.1
Rider College	839	597	242	28.8	7.6
St. Peter's College	592	580	12	2.0	0.4
Seton Hall University	1,173	1,698	75	6.4	2.3
Stevens Institute of Technology	461	323	138	29.9	4.3
Upsala College	290	263	27	9.3	0.8
Westminster Choir College	71	31	40	56.3	1.2
TOTAL	44,889	41,688	3,201		100.0

*Data obtained from DHE Research Note 80-6 "Residence and Migration, Fall 1979, The State of Geographic Origin of First-time Students Enrolled in N.J. Colleges."
**No data are included for Bloomfield College and Caldwell College because data was not submitted in time for inclusion in DHE report.
***Represented less than one-tenth percent of the total.

2. In-Migration - Other States

Table 8 shows the rates of in-migration of full-time first-time freshmen for selected states. New Jersey ranks lowest of these states and is significantly lower than its two neighbors, New York and Pennsylvania.

TABLE 8

In-Migration of Full-time First-time Freshmen: Selected States
(Row Percent)

States	Total Institutional Enrollment	Residents Remaining In-State	No. In-Migrants	% In-Migrants
California	159,989	144,489	15,501	(9.7)
Illinois	78,261	71,313	6,948	(8.9)
Massachusetts	67,919	47,799	20,120	(26.6)
Michigan	67,714	60,983	6,731	(9.9)
New Jersey	44,889	41,688	3,201	(7.1)
New York	158,668	141,191	17,477	(11.0)
Ohio	72,974	62,750	10,224	(14.0)
Pennsylvania	81,084	64,163	16,921	(20.8)
Texas	97,359	85,787	11,572	(11.9)

Source: "Residence and Migration of College Students, Fall 1979", NCES Report #81-343, forthcoming.

The large numbers of full-time first-time freshman out-migrants from New Jersey to Pennsylvania and New York contribute significantly to the in-migration to those states. In 1979 the total numbers of in-migrants to Pennsylvania and New York institutions were 16,921 and 17,477, respectively. New Jersey contributed 6,838, or 40%, to Pennsylvania's total, and 4,583 (26%) to the total for New York.

Of greater significance than either absolute numbers of in- and out-migrating freshmen or migration rates, however, is the extent to which a state is a net exporter or importer of entering college students. As Table 9 shows, among comparable states, New Jersey is by far the largest net exporter of full-time first-time freshmen. Although New York exports more freshmen than New Jersey, it also imports more, such that on balance, New Jersey still experiences a net loss of over twice as many freshmen as New York. Only Illinois, in addition to New York and New Jersey, loses a significant number of its college freshmen (Ohio's net loss is negligible). The remaining states all show a net gain of between 660 (Michigan) and nearly 7,800 (Massachusetts) full-time first-time freshmen.

TABLE 9

Net Migration of Full-time First-time Freshmen
New Jersey and Selected States: 1979

State	No. Out-Migrants	No. In-Migrants	Net Migration
California	9,777	15,501	+5,724
Illinois	18,002	6,948	-11,054
Massachusetts	12,356	20,120	+7,764
Michigan	6,071	6,731	+660
New Jersey	26,987	3,201	-23,786
New York	28,981	17,477	-11,504
Ohio	10,650	10,224	-426
Pennsylvania	15,095	16,921	+1,826
Texas	4,904	11,572	+6,668

IV. WHY STUDENTS LEAVE

Students leave New Jersey to attend college for a variety of reasons. As has been noted, the number of full-time first-time freshman out-migrants has remained virtually unchanged since 1968. There are a number of plausible explanations to account for this phenomenon. Briefly, these can be viewed in broad terms as: 1)perceived academic quality of some out-of-state institutions; 2)institutional settings or programs which do not exist in New Jersey; and, 3) an apparent preference for private (and in many cases, religiously affiliated) institutions among a sizable number of students.

With respect to the academic quality issue, a 1975 study conducted by the New Jersey Commission on Financing Postsecondary Education (the Booher Commission) found that, among a sample of approximately 1,900 New Jersey residents attending out-of-state institutions, 45% indicated that their reason for choosing these institutions was their academic reputation.(4) While the data upon which the present report is based do not lend themselves to an analysis of the motivations for student migration, the observed distribution patterns of out-migrating full-time first-time freshmen provide corroborating evidence regarding the role of perceived academic reputation in students' decisions to leave New Jersey for higher education.

In addition, the present data provide important insights into the apparent attraction of specialized, historically black, or religiously affiliated institutions for a portion of New Jersey's college freshmen. These data are further evidence of similar findings contained in the Commission Report. Considered together, these explanations indicate that it is reasonable to conclude that New Jersey loses some full-time first-time freshman students to other states for valid reasons. On the other hand, the more detailed knowledge which could be obtained from further research, especially

(4)New Jersey Commission on Financing Postsecondary Education, Student Resource Survey of Selected New Jersey Residents Attending College in Another State, 1975. March 1976.

in terms of perceptions of academic quality, may provide the basis for developing recruiting and marketing efforts directed toward some proportion of out-migrants with a reasonable expectation of attracting some of these students to New Jersey's colleges and universities.

A. Institutional Quality

The extent to which the perceived quality of an institution is a consideration in the decision making process of students who choose to attend colleges and universities in other states cannot be determined with precision from the available data. However, with the knowledge of the specific institutions to which out-migrating students go we can speculate about the role which perceptions of institutional quality play in choosing a college.

The "college admissions selector" published in Barron's Profiles of American Colleges (5) groups colleges according to the degree of admissions competition. There are six categories: "most competitive", "highly competitive", "very competitive", "competitive", "less competitive" and, "non-competitive". A description of each category can be found in the Appendix Tables 8 and 9. The selector (also referred to as an index of institutional quality), while it may not be entirely accurate in its classification of institutions, is the best comparative index of institutional quality that is readily available.

The selector is based on the high school rank, grade point average, and standardized test scores of students enrolled in each college. For example, according to Barron's, the majority of out-of-state colleges which attracted 100 or more New Jersey full-time first-time freshmen (see Appendix Table 8) were classified as "competitive", i.e., freshmen who attended these institutions were generally in the top two-thirds of

(5) Profiles of American Colleges VOL. 1, 12th Edition. Woodbury, New Jersey, Barron's Educational Series, Inc., 1980.

their high school class, their GPA's were B- (some C+) or better and they averaged between 425 and 525 on each section of the SAT. Specifically, 27 of the 53 out-of-state colleges were categorized in Barron's as competitive; 15 as very competitive; six, highly competitive; and two, most competitive.[6] To the extent that the majority (27 out of 32) of New Jersey senior institutions are also categorized as "competitive" or better on this particular index (Appendix Table 9), one could conclude that many New Jersey out-migrants attend out-of-state institutions whose admissions standards do not differ significantly from in-state institutions.

We can also examine the distribution of <u>all</u> (in-state and out-of-state) New Jersey full-time first-time freshmen attending colleges which were ranked on the Barron's index. It should be noted that the index pertains only to senior institutions since admission to two-year colleges is not on a competitive basis. Thus, of the 41,688 New Jersey full-time first-time freshmen enrolled in state, 22,399 (or 54%) attended ranked four-year colleges and universities (as shown in Table 10). Virtually all of the remainder (46%) were in two-year colleges, and less than one percent in specialized institutions, such as those for religion or music, for which no ranking was available. In contrast, 68% (18,392) of New Jersey freshmen attending out-of-state colleges did so at ranked senior institutions (see Table 10). Most of the rest were enrolled in special colleges and predominately black institutions (23%); almost 8% were in two-year out-of-state colleges.[7]

As seen in Table 10, of freshmen attending senior institutions in state, 12% attended institutions which were ranked "very competitive"

(6)Three colleges were not listed in the index: Fashion Institute of Technology, Johnson and Wales College, and Wesley College, because they are specialized institutions.

(7)Approximately 1.6% of out-migrating freshmen attended institutions for which a selectivity rating was not given. These students were counted as missing and are not included in 18,392 base figure.

or above. In contrast, of freshmen attending college out of state, 7,477, or almost 41%, attended "very competitive" or better, institutions. On the one hand, these results suggest that some New Jersey residents are seeking institutions perceived as competitive or better when they go out of state. (This finding is in substantial agreement with the 45% of students selecting out-of-state institutions on the basis of academic reputation reported by the Booher Commission.) Unless enrollment at in-state institutions of this caliber is significantly increased, students seeking these types of institutions are likely to continue to leave the state.

On the other hand, approximately 10,915 (59%) of the out-migrants go to colleges which are ranked similarly to the in-state institutions which attract 88% of freshmen remaining in state. This suggests that there may exist a significant group of out-migrants among whom appropriate, targeted strategies could result in larger numbers of students remaining in state.

TABLE 10

Distribution of New Jersey Full-Time First-Time Freshmen by Institutional Quality (Senior Institutions Only)

Barron's Rating	In-State	%	Out-of-State	%
Most Competitive	158	0.7%	820	4.5%
Highly Competitive	323	1.4%	2,198	12.0%
Very Competitive	2,220	10.0%	4,459	24.2%
Competitive	17,852	79.7%	9,230	50.0%
Less Competitive	1,846	8.2%	1,416	7.7%
Non Competitive	-	-	269	1.6%
TOTAL	22,399	100.0%	18,392	100.0%

B. Specialized Institutions

A second possible explanation which can be offered is that some out-migrating students leave the state to attend colleges and universities for which there exist no or few New Jersey counterparts. Among these are the military colleges, fashion and design institutions, colleges of performing arts, seminaries, and some religiously oriented institutions (which, while they are not seminaries, do infuse religious doctrine into the school's curriculum, or place religious demands such as mandatory chapel attendance, on students). The data (Appendix Table 5) show that in 1979, there were 2,946 (10.9% of out-migrating full-time freshmen) students attending these types of institutions. (This observation parallels the finding in the Booher Commission's survey that 10.5% of New Jersey freshman out-migrants cited program non-availability in state as the primary reason for leaving.) In addition, 987 (3.7% of out-migrating full-time freshmen) students attended historically black institutions of which there are none in New Jersey (see Appendix Table 6).

Finally, there are also institutions to which students migrate which are church affiliated and which place some minimum religious academic requirement (e.g., six credits of religion or two semesters of religion/philosophy) on students. These institutions are different from the religiously oriented colleges described above in that they make no demands on students outside of the fulfillment of the academic religious requirement. It is undoubtedly true that not all of the students who attend these institutions (e.g., Villanova and St. Joseph's University) attend because of their religious affiliation. For example, many non-Catholics attend Villanova. Nonetheless, it is quite conceivable that many, if not a majority, of the students attending such

colleges, do so for this reason. However, in order not to underestimate that proportion of students who choose the college because it is associated with a particular doctrine or denomination, all New Jersey full-time freshmen attending these institutions are included. The total number of students attending these institutions in 1979 was 2,664 (see Appendix Table 7).

Thus there are 3,933 students attending identifiable specialized and historically black institutions out of state. Another 2,664 attend church-affiliated institutions, the religious aspect of which may be a factor in a student's decision to attend. In total then, 6,597 freshmen, or 24.4% of those attending institutions out of state, attend specialized institutions. It appears unlikely that significant numbers of these students could be attracted either to New Jersey colleges which do not provide the specialized educational experience they are seeking, or to those that may exist in state but do not have the capacity for enrolling all of these students. (The latter consideration may be of particular relevance for the small religiously oriented colleges in New Jersey.)

C. Sector and Institutional Control

A third possible explanation for student out-migration can be derived by observing the manner in which New Jersey full-time first-time freshmen distribute themselves by sector and institutional control. For instance, what effect does difference in sector or institutional control appear to have on locational choice decision making? Looking first at the former, the data given in Table 2 show that in 1979, 68,675 New Jersey freshman attended, respectively, universities (19,046), four-year (28,492), and two-year colleges (21,137). We posit as a basic

assumption that students who attend universities, and those who attend four-year and two-year colleges, are acting upon preferences for such institutions. Therefore, we can examine the relative differences in in-state and out-of-state attendance rates. Table 11 shows the results of this analysis.

TABLE 11

In-State and Out-of-State Attendance Rates for Institutional Preferences of Full-Time First-Time Freshmen by Sector and Institutional Control

(Row Percent)

Preference for:	Out-of-State		In-State		Total
Universities	12,130	(63.7)	6,916	(36.3)	19,046
Four-Year Colleges	12,778	(44.8)	15,714	(55.2)	28,492
Two-Year Colleges	2,079	(9.8)	19,058	(90.2)	21,137
Public Institutions	8,019	(18.5)	35,385	(81.5)	43,404
Private Institutions	18,968	(75.1)	6,303	(24.9)	25,271
Senior Publics	7,210	(30.3)	16,578	(69.7)	23,788
Senior Privates	17,698	(74.5)	6,052	(25.5)	23,750
Public Universities	4,729	(48.3)	5,060	(51.7)	9,789
Private Universities	7,401	(80.0)	1,856	(20.0)	9,257
Public Four-Year Colleges	2,481	(17.7)	11,518	(82.3)	13,999
Private Four-Year Colleges	10,297	(71.0)	4,196	(29.0)	14,493

For the freshmen whose preferences are for universities, almost 64% of them sought out-of-state institutions. Since the state's capacity for enrolling freshmen at universities is limited, it is to be expected that significant numbers of these students attend institutions out of state. On the other hand, among students who prefer four-year colleges, New Jersey institutions fare relatively well, enrolling 55% of these freshmen. Finally, among students who prefer

two-year colleges, the in-state institutions capture the overwhelming majority, 90%.

An examination of the patterns of out-migration by institutional control can be treated in a manner identical with that for sectoral preferences. The data show that of the students who (it is assumed) want to go to a public institution, the in-state colleges are attracting the vast majority, 81%. Conversely, for students who choose a private college, the in-state institutions attract only 25%.

Examining the data by both sector and institutional control results in even more dramatic findings. For example, the data show that, of full-time first-time freshmen whose apparent preference is for public senior institutions (colleges or universities, N=23,788), New Jersey retains 70% in state, losing only 30% to out-of-state institutions. Among students choosing four-year public colleges the vast majority (82%) remain in state, while for those freshmen selecting private four-year colleges, over 70% go out of state. These findings clearly suggest that for most students who seek public higher education, New Jersey's colleges (both two-year and four-year) and Rutgers (within established enrollment goals) are doing well in attracting New Jersey students. On the other hand, for students seeking private higher education, it appears that factors, as yet unidentified (and perhaps including, for some of them, limited enrollment capacity at in-state institutions), are causing large numbers of these students to select out-of-state institutions.

D. Who Can Be Retained?

In terms of the possible explanations discussed, it seems reasonable to conclude that there is a minimum number of students for whom attending college in New Jersey is simply not a consideration in

planning for a postsecondary education. For example, for those persons who wish to attend an historically black institution, or a specialized institution for which New Jersey has no counterpart, leaving the state becomes a necessity. Therefore, while it is undoubtedly true that not all 26,987 out-migrating full-time freshmen could be influenced to remain in state, the data allow us to speculate regarding the likely size of the pool of students toward whom recruitment activities could be directed with some expectation of positive results.

As stated, the number of out-migrating freshmen attending black or specialized institutions in 1979 was 6,597. Also, the number attending "very competitive" or better institutions was 7,477. (It is important to note here that each college was counted only once among the categories. There was no double counting of students.) These three categories of institutions either do not exist or exist with limited enrollment capacity in New Jersey. Hence, if the pattern in 1979 continues more or less unchanged in the future, of the 26,987 freshman out-migrants attending out-of-state institutions, a significant number, 14,074 (52%) may continue to do so, leaving 12,913 (48%) as a potential pool of students who may possibly be attracted to New Jersey institutions.[8]

It is probably true that not all of these students can be influenced to remain in state because their decision to leave was based on any number of reasons. For example, 5,514 freshmen in this group of potential retainees attended private institutions. It cannot be determined with the available data, however, the extent to which

(8)The 12,913 potential retainees is composed of 1,569 full-time first-time freshmen who attended two-year colleges; 4,004, public universities; 1,657, private universities; 1,826, public four-year colleges; and 3,857, private four-year colleges.

attending a private institution was an important consideration in the choice of these particular colleges and universities.(9)

The Booher Commission's survey gave students the opportunity to choose from a list of reasons for attending college out of state. Cited, in addition to an institution's academic reputation and program non-availability in New Jersey, were the following reasons: change of scene, not admitted in New Jersey, more financial aid, parents' choice, lower cost, advised to attend, close for commuting, other (environment, location). The degree of importance which these reasons might have had for the group of out-migrating freshmen described in the present paper cannot be determined with these data. Furthermore, it should be noted that academic reputation may be an important consideration in combination with any one or more of the other reasons.

In summary, it has been demonstrated that, while the data on out-migration do not allow for definitive explanations as to why students migrate, it is possible, based on the knowledge of numbers of students attending special and highly selective institutions, to delineate the approximate size (12,913) of a group of future out-migrating freshmen, some proportion of whom could be targeted for retention activities.

(9)Our search of the literature has not indicated that the private versus public distinction is an important one in choosing a college. For example, there were 24 variables which Kehoe used in a discriminant analysis of college choice patterns, but whether or not a college was private or public was not included. The author stated in a telephone interview that while these identifications were made on the original questionnaires, the analysis showed that they held no separate distinction holding constant other variables, such as academic reputation. Thus, if a student gave a high priority to an institution's academic reputation, and considered one of New Jersey's state colleges versus, for example, Gettysburg College in Pennsylvania, all other variables being equal the choice would be based on academic reputation, and not whether one was public and the other private. (John J. Kehoe, "Migrational Choice Patterns in Financial Aid Policy Making," Research in Higher Education. VOL. 14, No. 1, 1981.)

Both the present data and the Booher Commission survey's tentative findings regarding the importance of institutional quality/academic reputation as a primary reason for going out of state, needs to be investigated further. This could be achieved via a more detailed analysis of students' perceptions of the components of academic quality.

V. ENROLLMENT CONSEQUENCES OF CHANGES IN OUT-MIGRATION PATTERNS

The discussion in Section III dealt with both the number of out-migrants and the way they distribute themselves by sector. In Section IV, the number of students toward whom it is reasonable to think that specific policies aimed at retention can be directed, was identified. In this section, the effect which a reduction in out-migration would have on full-time first-time freshmen, total enrollments, and full-time equivalent (FTE) students, is discussed.

The Statewide Plan provides baseline[10] estimates of the number of full-time first-time freshmen, total headcount, and FTE undergraduates projected through academic year 1990-91. As reported in the Plan, "the enrollment projections are based on projections of the New Jersey population and the number of New Jersey high school graduates during this decade, as well as on assumptions about the future enrollment patterns in (New Jersey) colleges."[11] We can measure the effect changes in one component of these projections - the rate of out-migration - would have on the baseline estimates. Three alternative series, chosen arbitrarily to reflect

(10) "The baseline projection series assumes that the college-going rate of high school graduates, the college-participation rate of the adult population, student retention, and all the other relevant factors will continue unchanged into the future at their average level over the last few years. It assumes no significant changes in student demand for higher education in New Jersey except for enrollment changes resulting from the underlying demographic trends."
New Jersey State Department of Higher Education, The Statewide Plan for Higher Education, August, 1980. p.43.

(11) Ibid, p.42.

possible changes in out-migration, were prepared to generate new baseline estimates. The effect that the assumed reductions have on enrollment projections over time (assuming the reductions begin in academic year 1982-83) can then be assessed. It should be noted that the simulation is based on specific assumptions and represent judgments about future higher education enrollments in New Jersey should these assumptions be realized.

The 12,913 students representing the pool of potential out-migrants for whom, it is assumed, retention activities might be meaningful, represent nearly 48% of the current number of out-migrating full-time first-time students. We can observe what effect retention of these students would have on enrollment projections. We start by conservatively estimating that of the potential pool, 25% could be retained. We can also raise this estimate to 50% and to 75%, observing the relative contribution each of these proportions would make to the change in the enrollment projections. Table 12 shows the effects on the number of New Jersey full-time first-time freshmen.

TABLE 12

Full-time First-time Freshman Enrollment Projections with Incremental Adjustments in Rates of Out-Migration, 1982-90

	1982-83*	1985-86	% Change from 1982-83 Baseline	1990-91	% Change from 1982-83 Baseline
Baseline Projection	43,000	40,600	(- 6%)	35,100	(-18%)
Reduction in Out-Migration by:					
25%	46,250	43,850	(+ 2%)	38,350	(-11%)
50%	49,450	47,050	(+ 9%)	41,550	(- 3%)
75%	52,700	50,300	(+17%)	44,800	(+ 4%)

*In this and all other tables showing projections, the 1982-83 figure was obtained through a linear interpolation between the Statewide Plan figures for 1979-80 and 1985-86.

Note: In this and all other tables showing projections, all percentages are rounded to the nearest whole percent.

With the size of the pool of freshmen toward whom retention activities could be directed being 12,913 students, a 25% annual reduction in their number would add approximately 3,250 students to the baseline (yielding an adjusted figure of 46,250), a 50% reduction, nearly 6,450 students, and a 75% reduction in the pool, 9,700 students each year. The effect of these reductions in the short term (i.e., by 1985) would result in an increase, rather than a decrease in the number of full-time first-time freshmen enrolled in New Jersey colleges and universities. By 1990, the decline in the projected number of freshmen is reduced by a little more than a third (-11% compared to -18%) with a 25% reduction in out-migration, and by more than three-fourths with a 50% reduction. A 75% reduction would yield an increase of four percent over 1982-83 levels in the number of full-time first-time freshmen in 1990, instead of the projected 18% decline.

The overall effects these reductions would have on total undergraduate headcount enrollments can be seen in Table 13.

TABLE 13

Total Undergraduate Headcount Projections with Incremental Adjustments in Rates of Out-Migration, 1982-90

	1982-83	1985-86	% Change from 1982-83 Baseline	1990-91	% Change from 1982-83 Baseline
Baseline Projection	262,500	260,000	(- 1%)	249,000	(- 5%)
Reduction in Out-Migration by:					
25%	265,750	268,540	(+ 2%)	257,540	(- 2%)
50%	268,950	276,950	(+ 6%)	265,950	(+ 1%)
75%	272,200	285,470	(+ 9%)	274,470	(+ 4%)

According to the projected baseline estimates, the system will experience a five percent decrease in total undergraduate enrollments between 1982 and 1990. However, a 25% annual reduction in out-migration among the pool of

potential retainees would add 3,250 students to the system in the first year. In the second year another 3,250 students would be added, but there would also be approximately 1,985 students who were retained from the preceding year.(12) Likewise, the gain in year three would be the sum of the preceding two years' retention levels (1,805 and 1,985) plus the constant 3,250. By the fourth year of an annual 25% reduction in outflow, the system would have gained approximately 8,540 students. Consequently, after the fourth year, the Statewide Plan baseline projection of enrolled students would be larger by 8,540. Once this new four year base is established, we assume that the retention rates would remain stable.

Similarly, given the size of the reduction and the systemwide attrition rates, there would be 6,450 more students in the first year of a 50% decrease in out-migration among the pool of potential retainees, with an increased student base of 16,950 each year after year four; and, a gain of 9,700 students in the first year of a 75% reduction, with an enlarged student base of 25,470 in each year after year four. The overall effects of these assumed increases due to retention of out-migrants on the overall size of undergraduate enrollments in New Jersey are significant. Compared with the projected decline of five percent, a 25% reduction in outflow would still result in a system decline, but of only two percent by 1990. At the 50% level of reduction in out-migration, there is a systemwide enrollment increase (one percent). Thus, between a 25% and 50% reduction in out-migration among the pool of potential retainees, the system would remain stable over time, i.e., experience a negligible decline in enrollments.

Another way of assessing the effects of the three series of reductions on systemwide enrollments is to examine changes in the number of projected

(12) The systemwide year-to-year retention rates were approximated to be 61% for sophomores, 91% for juniors, and 83% for seniors.

full-time equivalent (FTE) students (Table 14).[13] As in the case of total undergraduate headcount enrollments, there is a short-term (i.e., by 1985) increase in the number of FTE's at each level of the reduction in outflow of migrating freshmen.[14] However, by 1990, the decline from the projected baseline estimate for 1982-83 (given a 25% or 50% reduction) is less pronounced when compared with that for total headcount enrollments. Nevertheless, the gain of FTE students each year with a 75% reduction would yield an increase of two percent, as opposed to a decline of 11%, in 1990.

TABLE 14

FTE Undergraduate Projections with Incremental Adjustments in Rates of Out-Migration, 1982-90

	1982-83	1985-86	% Change from 1982-83 Baseline	1990-91	% Change from 1982-83 Baseline
Baseline Projection	195,000	190,000	(- 2%)	174,000	(-11%)
Reduction in Out-Migration by:					
25%	198,250	198,540	(+ 2%)	182,540	(- 6%)
50%	201,450	206,950	(+ 6%)	190,950	(- 2%)
75%	204,700	215,470	(+10%)	199,470	(+ 2%)

(13) Since the number of full-time equivalent students is used in institutional planning (in terms of developing budgets and establishing faculty sizes), it is appropriate to examine the effects of changes in out-migration on this measure of student enrollment.

(14) The same number of students added to the total undergraduate headcount base would be added to the projected FTE baselines.

VI. ECONOMIC CONSEQUENCES OF OUT-MIGRATION

One consequence of out-migration which has an impact on state revenues is a direct result of student financial aid which goes with out-migrating undergraduates to other states. A second is the loss of revenues due to the fact that students (with or without financial aid) are paying tuition and fees, as well as other expenses, to states other than New Jersey. The following discussion provides data on both of these phenomena. It should be noted however, that since financial aid data are not available for freshmen only, this discussion pertains to all undergraduates and not merely to full-time first-time freshmen. In addition, another issue--that of the relative differences in tuition and fees paid by students who go out of state compared with those who remain in state--pertains to the economic consequences for the student, and is also discussed.

A. Student Financial Aid

The data given in Table 15 on tuition aid grants (TAG)[15] indicate that, in the past, a significant proportion of the monies awarded to New Jersey students goes to institutions outside of the state. In fiscal year 1981, approximately $29.6 million was awarded to New Jersey undergraduates in the form of tuition aid grants. Of this amount, ten percent ($2.9 million) went to out-migrants. The significance of the amount of tuition aid grant funds awarded to students attending college out of state has not gone unnoted. The FY82 Appropriations Act stipulated that not more than $1.274 million dollars go out of state during the 1981-82 academic year. Furthermore, the various boards involved in state financial aid programs have unanimously recommended the elimination of all out-of-state grants. Thus, in the future, the dollar amount of awards which leave the state cannot reach the high that occurred in FY81.

Nevertheless, any amount of money which goes out of state represents a loss of revenues to New Jersey. We can illustrate this point in an

(15)The Tuition Aid Grant (TAG) figures are estimates as of June 1, 1981 and do not include 1980 spring reconciliations.

example taken from the FY80 data regarding reciprocity of TAG funds. During that year, $1.8 million left the state with New Jersey residents who attended institutions in Pennsylvania. However, the amount of grant and scholarship monies which came to New Jersey from Pennsylvania students enrolling here was only $312,750. Thus, the ratio of student aid expenditures (in this category) for out-migrants to revenues from in-migrants from Pennsylvania was 6 to 1. As seen clearly in this illustration, New Jersey not only loses students but also revenues when students go to schools outside of the state, revenues which are not replaced by the in-migration of out-of-state students.

TABLE 15

Financial Aid Expenditures for New Jersey Students Attending College In State and Out of State, FY81

Award Category	Total Dollars Awarded	Dollar Awards Out-of-State	Out-of-State Awards as a % of Each Category
Tuition Aid Grant	$ 29,633,000	$ 2,966,000	10.0
Guaranteed Student Loans			
Private Institutions	$134,938,292	$103,538,863	76.7
State Institutions*	84,852,206	33,141,582	29.3
Two-Year Colleges	8,531,408	831,751	9.7
GSL Sub-total	228,321,906	127,512,196	55.8
GRAND TOTAL	$257,954,906	$130,478,196	50.6

*Includes both state-owned and state-related institutions.

In the category of Guaranteed Student Loans (GSL), almost $228 million in awards to New Jersey students were made in the period from July 1, 1980 to March 20, 1981. Of this amount, 56% was awarded to students who attended college out of state. Students who attended private schools out of state accounted for the largest proportion (81%)

of all the GSL out-of-state awards. While this does not represent monies which come from the state budget (GSL's are federally regulated and subsidized and do not involve any expenditure of appropriated state dollars), these monies are nevertheless going out of New Jersey and represent an economic loss to the state.

B. Economic Consequences for the State

The economic effects of out-migration can be viewed in terms of the additional revenues which could be generated if students were to remain in New Jersey. For example, one can subtract from the average educational cost per student of going to college in New Jersey (estimated at $4,402 in FY81 for full-time students attending the public senior institutions) the cost to the state of educating each student (estimated at $2,428 per FTE student at public senior institutions for FY81). The difference, used with an economic multiplier,[16] yields the net monies that would have been generated if all out-migrating students to senior institutions (24,908) had remained in state and attended public senior institutions--$76.2 million. The state would gain $34.7 million if only the portion of the retainable pool of freshman out-migrants who attended senior institutions (11,344 of the 12,913) were to remain in state and attend public senior colleges and universities.[17] These figures represent only a suggestion of what would happen if students were to distribute themselves in a certain manner in state. There is no evidence to support the assumption that they will in fact follow this pattern. For example, if some proportion of these students were to attend senior private institutions in state, the state, would gain

(16)This multiplier was used in the Office of Economic Policy's paper, "The High Technology Economy and Higher Education" by Laurence H. Falk published in April, 1981. The average educational cost includes estimated expenditures for tuition and fees, room, board, books, and transportation. This figure was not available for the two-year colleges.

(17)The figures of 24,908 and 11,344 do not include students who attended two-year colleges out of state because comparable costs to the counties of educating a student were not available.

more, revenues since the average educational costs would be more, and the state support less, than at public colleges, resulting in a higher net gain. Nevertheless, this analysis indicates that the dollar amount of monies to be gained by the state if students were to stay in New Jersey is significant and that the possible pool of retainees could contribute, at a minimum, $34.7 million annually to the state's economy.

C. Out-of-State Tuition and Fees

The amount of tuition paid by out-of-state students in public colleges and universities is higher than that required of in-state enrollees. Furthermore, private colleges have higher tuition charges than do public institutions. Thus, New Jersey residents who leave the state would expect to pay more for their education than if they were to attend a public college in state. The magnitude of the differences is illustrated in Table 16, which shows average tuition and fees for the states which attracted the largest number of New Jersey full-time first-time freshmen.

The student remaining in New Jersey to attend a public university would save an average of $2,616 in tuition and fees compared with what he would pay to attend a public university in Pennsylvania, $1,987 compared with one in Massachusetts, and $1,452 compared with tuition and fee charges in Delaware. The savings for public four-year and two-year colleges are equally significant.(18)

We can illustrate the magnitude of these differences between in-state and out-of-state tuition and fees in yet another way. As discussed

(18)The assumptions as to the savings out-migrants would have if they were to remain in state are based on what one student would gain if he/she were to attend a New Jersey institution. While it may in fact be true that some students will probably continue to leave the state to go to college, the reasons why so many do so needs to be investigated.

in Section III of this report, full-time freshman out-migrants tended to go to private four-year colleges, with Pennsylvania attracting a significant proportion of these students. In contrast, of the New Jersey resident full-time freshmen remaining in state to attend four-year colleges, the majority went to public institutions. Thus, a "typical" four-year college freshman out-migrant going to college in Pennsylvania (where the average private four-year college tuition is $3,507) would pay approximately 3.7 times as much in tuition and fees as his or her "typical" New Jersey four-year college counterpart (where the average public four-year college tuition is $949). Likewise, a "typical" freshman out-migrant to New York, who also would attend a private four-year college, would pay 3.6 times as much in tuition and fees. Thus, it appears that large numbers of students are willing to pay significantly higher tuition and fees to attend schools in other states. Moreover, students who attend out-of-state institutions are likely to be required to pay for room, board, and transportation, costs which they would not necessarily incur if they remained in state.

The above discussion on differential tuition and fees costs for out-of-state students leads into the discussion of residency requirements. It is noteworthy to mention that of the six states which attracted the largest numbers of full-time first-time freshmen (Pennsylvania, New York, Massachusetts, Virginia, Florida, and Delaware), only one, Florida, had a one-year residency rule for which students could apply. New York's institutions set their own rules, and so it was difficult to determine what tuition and fees charges New Jersey students had to pay. The other four states each had residency requirements which could not be applicable to students. These included being a resident of the state one full year before enrolling the first semester, registering to vote, paying taxes, and so on. Thus, the

observation that students pay more in tuition and fees when they go out of state is, for the overwhelming majority of students, true. Further, they would be classified as out-of-state students each year they attended the institution.

TABLE 16

Average Annual Out-of-State Full-time Undergraduate * Tuition and Required Fees for Selected States (1980)

	University		Four-Year College		Two-Year College	
	Public	Private	Public	Private	Public	Private
Pennsylvania	$3,762	$4,060	$2,144	$3,507	$2,409	$2,552
New York	1,743	4,454	1,864	3,378	1,619	2,793
Massachusetts	3,113	5,099	2,345	4,316	1,698	2,884
Virginia	1,996	---	1,796	3,420	1,140	2,380
Florida	2,317	4,531	2,317	2,563	878	3,022
Delaware	2,598	---	1,180	2,750	1,008	2,917
Maryland	2,333	4,825	2,033	3,431	2,021	---
North Carolina	2,301	4,120	2,231	2,810	603	1,947
Connecticut	2,408	6,210	1,751	4,040	1,054	3,376
Ohio	2,517	4,850	2,056	3,842	2,144	2,620
NEW JERSEY (IN-STATE)	1,146	4,874	949	3,065	599	2,862

Source: "Institutional Characteristics Survey, "NCES form 2300-1, preliminary data.

*The average tuition and fees for each state are based only on those colleges which enroll New Jersey full-time first-time freshmen. They do not reflect the average for all colleges in each state system.

VII. FINDINGS AND RECOMMENDATIONS

This report is an analysis of New Jersey resident full-time first-time freshman out-migrants (using data from the 1979 NCES migration survey), in which the pattern of out-migration is discussed, the question of why students leave, addressed, and the enrollment and economic consequences of this pattern examined. In addition, freshman in-migrants to New Jersey institutions were analyzed and compared with out-migrants. Further, a description of the specific states and institutions to which students migrate were highlighted. A brief discussion of other issues related to out-migration, such as tuition and fees paid by New Jersey residents attending college out of state, also was included. Among the significant findings of this report are:

- Approximately one-third of New Jersey's college freshmen attended out-of-state institutions in 1979. An even higher proportion, thirty-nine percent, of full-time first-time freshmen left the state to attend college that year. The rate of out-migration of students in this category, with the exception of Alaska, is the highest in the country. Furthermore, the absolute number of out-migrants has remained relatively constant throughout periods of significant growth in the system.
- Private four-year colleges accounted for the majority of all out-migrating New Jersey full-time first-time freshmen in 1979. In contrast, the largest proportion of these students remaining in state enrolled in public two-year colleges.
- The states which attracted the most full-time first-time freshman out-migrants were Pennsylvania and New York. However, the single institution which the largest number of freshman out-migrants from New Jersey attended was the University of Delaware.
- In-migrants to New Jersey represented 7% of full-time first-time freshmen attending New Jersey institutions in 1979.

- The number of freshman out-migrants who attended four-year institutions was 26,987. Of this number, 52% (14,074) attended institutions for which New Jersey has no counterpart or which have limited enrollment capacity, such as historically black institutions, specialized institutions (e.g., fashion and design, military, music or religious), or institutions which are very selective.
- The data show that, of full-time first-time freshmen whose apparent preference is for public senior institutions, New Jersey retains 70% in state, losing only 30% to out-of-state institutions. Further, among students choosing four-year public colleges the vast majority (82%) remain in state, while for those freshmen selecting private four-year colleges, over 70% go out of state.
- The number of freshman out-migrants who did not attend special or highly selective institutions was 12,913. These students represent the most likely pool of students toward whom retention activities could be directed with some expectation of positive results.
- The systemwide enrollment impact of out-migration is significant. For example, it can be observed that by reducing the pool of out-migrants who may possibly be retained in New Jersey between 25% and 50% each year for nine years, the system would remain stable, i.e., would experience no decline in enrollment when compared with the projected baseline estimates given in the Statewide Plan.
- The economic impact of out-migration is also significant. It can be demonstrated that the students who are most likely to be retained could contribute, minimally, $34.7 million to the state's economy per year.
- Although there are many reasons why students go out of state, it can be observed that academic reputation/institutional quality may be the reason why over 40% of full-time freshmen leave.

The data available do not permit analysis of why the specific patterns of out-migration as described in this report exist. While the limitations of the available data on migration preclude further analyses at this time, they suggest that many, as yet unidentified, factors related to decisions regarding where students go to college may be operating. For example, without additional data, the extent to which perceptions of institutional quality influence choice of institution cannot be ascertained. Also, without additional data it cannot be determined with certainty whether students who left the state were seeking programs not offered by in-state institutions, or to what extent historical perceptions regarding the system of higher education in New Jersey (e.g., a small system with few residential facilities) contribute to the decision to leave the state.

It is clear that the data available on student migration, though informative, do not lend themselves to a detailed analysis of how students arrive at the decision to go to a particular institution. Indeed, such an analysis would serve to inform both the Department of Higher Education, and the institutions charged with developing specific programs, of those factors which significantly affect college-going decision making, and also could provide the basis for policy initiatives designed to reduce out-migration over the long term.

Based upon analysis of the available data, and in light of the consequences of student out-migration on both the higher education system and the economy of New Jersey in general, i.e., the enrollment loss, human capital loss, and monetary loss (impact on revenues), the following recommendations are made:

1. The Department of Higher Education should conduct a survey of a representative sample of New Jersey public and non-public high school seniors to determine which characteristics of institutions contribute

to prospective students' perceptions regarding academic reputation and institutional quality, and the extent to which such perceptions influence specific enrollment decisions.

In order to develop policies and programs which will encourage larger numbers of non-residents to enroll in New Jersey colleges and universities, it is further recommended that:

2. The Department of Higher Education conduct an analogous survey of in-migrating full-time first-time freshmen in order to determine which factors influenced their decisions to attend New Jersey institutions. Such a survey would serve to inform institutions of the characteristics of those students who have chosen New Jersey colleges and universities and why.

APPENDIX

TABLE 1

New Jersey Residents Enrolled
as First-Time Freshmen: 1968-1979*

	1968	1975	1979
NJ Residents Enrolled as First-Time Freshmen anywhere	56,027	89,531	85,288
NJ Residents Enrolled as First-Time Freshmen in Out-of-State Colleges	28,252	28,643	28,276

*First-time freshmen includes both those who were full-time and part-time.

TABLE 2

State Attracting Largest Numbers of New Jersey
Full-time First-time Freshmen by Sector and Institutional Control
(Row Percents)

State	Total	Universities Public	Universities Private	Four-Year Colleges Public	Four-Year Colleges Private	Two-Year Colleges Public	Two-Year Colleges Private	Total Publics	Total Privates
Pennsylvania	6,838	7.1%	24.6%	12.5%	50.8%	2.7%	2.3%	22.3%	77.7%
New York	4,583	3.4	35.8	7.9	39.2	2.8	11.0	14.1	85.9
Massachusetts	2,185	3.5	57.5	0.8	29.1	0.3	8.7	4.6	95.4
Virginia	1,241	33.2	-	19.7	45.0	0.6	1.5	53.4	46.6
Florida	1,230	10.6	21.9	3.1	43.2	14.0	7.2	27.6	72.3
Delaware	1,037	73.5	-	3.6	10.1	0.4	12.4	77.4	22.6
Maryland	885	43.5	8.4	17.6	29.6	0.9	-	62.0	38.0
North Carolina	856	22.7	13.7	12.7	41.5	2.8	6.6	38.2	61.8
Connecticut	795	3.4	53.4	8.5	31.2	0.9	2.5	12.8	87.2
Ohio	765	26.7	18.6	0.7	52.8	0.6	0.6	28.0	72.0
Ten State Total	20,415	13.9	27.5	9.3	41.0	2.6	5.7	25.8	74.2
Remaining States & Territories	6,572	28.9	27.2	9.0	29.3	4.0	1.5	41.9	58.1
TOTAL	26,987	17.5	27.4	9.2	38.2	3.0	4.7	29.7	70.3

TABLE 3

Out-of-State Colleges & Universities
Enrolling 50-99 New Jersey Full-time First-time
Freshmen by Institutional Control

Institution	State	No. of Students Enrolled	Control*
Brandywine College of Widener	Del.	99	E
Hampton Institute	Va.	99	D
Fairfield University	Conn.	98	D
Wilkes College	Penna.	96	D
University of Bridgeport	Conn.	95	C
Catholic University of America	Wash.D.C	94	C
University of Dayton	Ohio	94	C
Lycoming College	Penna.	94	D
School of Visual Arts	N.Y.	93	D
Emory University	Ga.	93	C
University of Richmond	Va.	91	D
Florida Institute of Technology	Fla.	90	C
Northwestern University	Ill.	90	C
University of South Florida	Fla.	89	A
Mount St. Mary's College	Md.	89	D
Massachusetts Institute of Technology	Mass.	89	C
Cedar Crest College	Penna.	88	D
Cheyney State College	Penna.	88	B
University of Rhode Island	R.I.	88	A
University of Arizona	Ariz.	86	A
University of Colorado, at Boulder	Col.	86	A
Tufts University	Mass.	85	C
Berkeley-Claremont School of N.Y.City	N.Y.	81	E
University of Notre Dame	Ind.	80	C
Carnegie-Mellon University	Penna.	80	C
West Virginia Wesleyan University	W. Va.	80	D
Elizabethtown College	Penna.	79	C
Barnard College	N.Y.	79	D
University of Michigan, Ann Arbor	Mich.	79	A
Brandeis University	Mass.	79	C
King's College	Penna.	78	D
Yale University	Conn.	77	C
Embry-Riddle Aeronautical University	Fla.	77	D
York College of Pennsylvania	Penna.	76	D
Purdue University, Main Campus	Ind.	76	A
Laboratory Institute of Merchandising	N.Y.	76	E
Dartmouth College	N.H.	75	C
Ursinus College	Penna.	75	D
Lock Haven State College	Penna.	74	B
University of Mass. Amherst Campus	Mass.	74	A
Franklin Pierce College	N.H.	74	D
Long Island University C.W. Post Center	N.Y.	74	D
University of New Hampshire	N.H.	73	A
Paul Smith's College of Arts & Science	N.Y.	73	E
Old Dominion University	Va.	71	A
Tulane University of Louisiana	La.	70	C
St. John's University	N.Y.	70	C
Katherine Gibbs School	N.Y.	70	E
Colgate University	N.Y.	70	D
Ohio Wesleyan University	Ohio	69	D
John Hopkins University	Md.	69	C
North Carolina State, at Raleigh	N.C.	69	A
Miami-Dade Community College	Fla.	68	F
Arizona State University	Ariz.	67	A
James Madison University	Va.	67	B
Washington University	Mo.	66	C
Wagner College	N.Y.	66	D
College of William & Mary	Va.	65	A
Springfield College	Mass.	65	C
Michigan State University	Mich.	65	A
Providence College	R.I.	64	C

*Institutional Control: A-public university; B-public four-year college; C-private university; D-private four-year college; E-private two-year college; F-public two-year college.

TABLE 3 (Continued)

Institution	State	No. of Students Enrolled	Control*
Western New England College	Mass.	64	D
Skidmore College	N.Y.	63	D
Slippery Rock State College	Penna.	63	B
Saint Leo College	Fla.	62	D
University of Tampa	Fla.	62	D
Manhattan College	N.Y.	62	D
Saint Francis College	Penna.	61	D
New England College	N.H.	60	D
Harvard University	Mass.	60	C
Saint Bonaventure University	N.Y.	60	C
King's College	N.Y.	60	D
Dusquesne University	Penna.	60	C
Pratt Institute	N.Y.	59	C
Wake Forest University	N.C.	59	C
College of Boca Raton	Fla.	59	E
Georgia Institute of Technology	Ga.	59	A
Pace U. Plsville.- Briarcliff Campus	N.Y.	58	C
Duke University	N.C.	58	C
Smith College	Mass.	57	C
East Carolina University	N.C.	57	A
Pace University	N.Y.	56	C
U. of New Hampshire, Keene State Coll.	N.H.	55	B
Byrant College of Business Adm.	R.I.	55	D
United States Military Academy	N.Y.	55	B
University of Denver	Col.	54	C
Berklee College of Music	Mass.	54	D
Belmont-Abbey College	N.C.	54	D
Clemson University	S.C.	54	A
Marywood College	Penna.	54	D
Virginia State University	Va.	53	B
Culinary Institute of America	N.Y.	53	E
Ohio University, Main Campus	Ohio	53	A
Indiana University at Bloomington	Ind.	52	A
Middlebury College	Vermont	52	C
Quinnipiac College	Conn.	51	D
Pierce-Junior College	Penna.	51	E
Philadelphia College of Pharmacy & Sci.	Penna.	51	C
Wittenburg University	Ohio	50	D

Total Students 7,014
Total Institutions 99

*Institutional Control: A-public university; B-public four-year college; C-private university; D-private four-year college; E-private two-year college; F-public two-year college.

TABLE 4

States Sending the Largest Numbers of Full-Time First-Time Freshmen to New Jersey Institutions (1979)

State	Universities		Four-Year Colleges		Two-Year Colleges		Total	%
	Public	Private	Public	Private	Public	Private		
New York	222	293	106	489	13	31	1,154	36.0
Pennsylvania	73	99	71	239	30	3	515	16.1
Connecticut	25	57	3	96	2	5	188	5.9
Massachusetts	18	70	3	49	-	1	141	4.4
Maryland	24	25	4	31	1	-	85	2.7
California	3	68	1	10	-	-	82	2.6
Florida	5	37	6	15	1	-	64	2.0
Ohio	7	31	-	8	-	-	46	1.4
Virginia	3	28	4	10	-	-	45	1.4
Texas	-	32	2	7	-	-	41	1.3
Ten State Total	380	740	200	954	47	40	2,361	73.8
Remaining States	38	238	16	56	11	3	362	11.3
Outside of U.S.A.	50	63	176	126	54	9	478	14.9
GRAND TOTAL	468	1,041	392	1,136	112	52	3,201	100.0

TABLE 5

Specialized and Religious Colleges and Universities
Enrolling New Jersey Full-Time First-Time Freshmen

A. Institutions Enrolling 25 or more Students

Institution	State	Number of Students Enrolled
Fashion Institute of Technology	N.Y.	145
Johnson and Wales College (Business and Hotel Management)	R.I.	130
U.S. Naval Academy	Md.	101
School of Visual Arts	N.Y.	93
Embry-Riddle Aeronautical U.	Fla.	77
Springfield College (YMCA-YWCA)	Mass.	65
Kings College (Religious)	N.Y.	60
Pratt Institute (Art and Design)	N.Y.	59
Bryant College of Business Adm.	R.I.	55
U.S. Military Academy	N.Y.	55
Berklee School of Music	Mass.	54
Philadelphia College of Pharmacy & Science	Pa.	51
Philadelphia College of Art	Pa.	49
Lebanon Valley College (Religious)	Pa.	48
Messiah College (Religious)	Pa.	47
Moore College of Art	Pa.	39
Yeshiva University (Religious)	N.Y.	37
Liberty Baptist College (Religious)	Va.	37
U.S. Air Force Academy	Colo.	36
U.S. Merchant Marine Academy	N.Y.	32
Catawba College (Religious)	N.C.	30
Norwich College (Military)	Vt.	30
Gordon College (Religious)	Mass.	28
Florida Southern College (Religious)	Fla.	27
Philadelphia College of Textiles & Science	Pa.	27
Hahneman Medical College (Allied Health Professions)	Pa.	27
Calvin College (Religious)	Mich.	26
Philadelphia College of the Bible	Pa.	25
Rhode Island School of Design	R.I.	25

TABLE 5 (cont.)

B. Institutions Enrolling 24 Students or less.

Type of Specialty	Number of Institutions	Number of Students Enrolled
Religion	111	507
Art	16	56
Music	10	69
Military	6	66
Seminaries Priest's & Rabbi's	32	101
Special Engineering	7	62
Special Design	3	27
Miscellaneous*	8	60

*Miscellaneous includes special schools for Teachers, Insurance, International Study, Circus Training, Medical Assistants, Business, and Airline Management.

TABLE 6

Historically Black Colleges and Universities
Enrolling New Jersey Full-Time First-Time Freshmen, 1979

Senior Institutions	State	Number of Students
Howard University	Wash., D.C.	115
Hampton Institute	Va.	99
Cheyney State College	Pa.	88
Virginia State College	Va.	53
Lincoln University	Pa.	41
Morgan State University	Md.	41
Delaware State College	Del.	37
Norfolk State College	Va.	37
Wilber Force University	Ohio	37
Florida A & M University	Fla.	36
North Carolina A & T State University	N.C.	30
University of Maryland-Eastern Shore	Md.	25
Morehouse College	Ga.	22
Clark College	Ga.	20
Fisk University	Tenn.	19
Shaw University	N.C.	19
Johnson C. Smith University	N.C.	18
Tuskegee Institute	Ala.	17
Livingstone College	N.C.	16
Spelman College	Ga.	16
North Carolina Central University	N.C.	14
Oakwood College	Ala.	13
Virginia College-Lynchburg	Va.	12
Central State University	Ohio	11
Virginia Union University	Va.	11
Voorhees College	S.C.	11
Bethune-Cookman College	Fla.	10
Savannah State College	Ga.	10
Morris Brown College	Ga.	9
Elizabeth City State University	N.C.	8
St. Augustine's College	N.C.	7
Morristown College	Tenn.	6
Albany State College	Ga.	5
Benedict College	S.C.	5
Dillard University	La.	5
Grambling State University	La.	5
South Carolina State College	S.C.	5
Southern University A & M College	La.	5
St. Pauls' College	Va.	4
Texas Southern University	Tex.	4
Winston-Salem State University	N.C.	4
Barber-Scotia College	N.C.	3
Bennett College	N.C.	3
Prairie View A & M University	Tex.	3
University of Arkansas	Ark.	3
Xavier University of Louisiana	La.	3
Alabama A & M University	Ala.	2
Alabama State University	Ala.	2
Ft. Valley State College	Ga.	2
Bishop College	Tex.	1
Bowie State College	Md.	1
Florida Memorial College	Fla.	1
Jackson State University	Miss.	1
Knoxville College	Tenn.	1
Paul Quinn College	Tex.	1
Southwestern Christian College	Tex.	1
Tennessee State University	Tenn.	1
Two-Year Institutions		
Virginia College	Va.	12
Morristown College	Tenn.	6
Clinton Junior College	S.C.	4
Friendship College	S.C.	2
Fayetteville Technical Institute	N.C.	2
Southwestern Christian College	Tex.	1

TABLE 7

Religiously Affiliated Colleges and Universities
Enrolling New Jersey Full-Time First-Time Freshmen

A. Institutions Enrolling 25 or More Students

Institution	State	Religious Affiliation	Number of Students Enrolled
Villanova University	Pa.	Catholic	458
Gettysburg College	Pa.	Lutheran	177
University of Scranton	Pa.	Catholic	162
Moravian College	Pa.	Moravian	123
LaSalle College	Pa.	Catholic	105
Lycoming College	Pa.	United Methodist	94
West Virginia Wesleyan	W. Va.	United Methodist	80
Elizabethtown College	Pa.	Brethren	79
King's College	Pa.	Catholic	78
St. Johns University	N.Y.	Catholic	70
Providence College	R.I.	Catholic	64
St. Francis College	Pa.	Catholic	61
St. Bonaventure	N.Y.	Catholic	60
Dusquesne University	Pa.	Catholic	60
Belmont Abbey College	N.C.	Catholic	54
Wittenberg University	Ohio	Lutheran	50
Marquette University	Wisc.	Catholic	46
Susquehanna University	Pa.	Lutheran	43
Chestnut Hill College	Pa.	Catholic	41
St. Michael's	Vt.	Catholic	36
Elon College	N.C.	United Church of Christ	33
Niagara University	N.Y.	Catholic	32
Rosemont College	Pa.	Catholic	31
Bethany College	W. Va.	Disciples of Christ	31
Furman University	S.C.	Southern Baptist	28
Pfieffer College	N.C.	United Methodist	27
Brigham Young University	Utah	Mormon	27

Total Students 2,150

TABLE 7 (cont.)

B. Religious Affiliation, Total Numbers of Schools, and Total Number of Students Enrolled for Institutions Enrolling fewer than 25 freshmen

Religious Affiliation	Number of Institutions	Number of Students Enrolled
Catholic	30	178
Presbyterian	3	44
United Methodist	11	73
Southern Baptist	4	39
Lutheran	4	34
Disciples of Christ	2	30
Independent	2	28
Reformed Church	1	21
American Baptist	2	19
Brethren	1	16
Baptist	1	14
Episcopal	1	4
Assembly of God	1	8
Friends	1	3
United Church of Christ	1	3

Total Students 514

Table 8

Out-of-State Colleges and Universities Enrolling 100 or More New Jersey Full-Time First-Time Freshmen by Degree of Selectivity

Institution	State	No. of Students Enrolled	Barron's Index*
University of Delaware	Del.	762	4
Villanova University	Penna.	458	4
Boston University	Mass.	369	3
Drexel University	Penna.	354	3
Syracuse University-Main	N.Y.	334	3
University of Pennsylvania	Penna.	310	2
University of Maryland-College Park	Md.	301	4
Lehigh University	Penna.	281	2
Pennsylvania State-Main	Penna.	250	4
University of Hartford	Conn.	218	4
Cornell University Endowed Colleges	N.Y.	195	2
Lafayette College	Penna.	190	3
Ithaca College	N.Y.	187	4
Bucknell University	Penna.	183	3
Temple University	Penna.	182	4
Northeastern University	Mass.	182	4
University of Miami	Fla.	179	4
Gettysburg College	Penna.	177	4
Boston College	Mass.	174	3
West Chester State College	Penna.	167	4
Georgetown University	Wash.,D.C.	166	3
University of Scranton	Penna.	162	4
Muhlenberg College	Penna.	158	3
George Washington University	D.C.	145	4
West Virginia University	W. Va.	145	4
Fashion Institute of Technology	N.Y.	145	-
New York University	N.Y.	141	3
Columbia University-Main	N.Y.	140	1
Widener College (Widener U.)	Penna.	137	4
University of S.C. (Columbia)	S.C.	132	4
East Stroudsburg State College	Penna.	131	4
Johnson & Wales College	R.I.	130	-
Virginia Poly Institute	Va.	127	3
American University	D.C.	126	4
Fordham University	N.Y.	125	4
St. Joseph's University	Penna.	124	3
Moravian College	Penna.	123	4
Franklin & Marshall	Penna.	120	3
Lynchburg College	Va.	118	4
Albright College	Penna.	115	3
Howard University	D.C.	115	4
Rochester Institute of Technology	N.Y.	110	4
Brown University	R.I.	109	1
U. Vermont & State Agr. College	Vt.	109	4
Delaware Vly College Sci. & Agr.	Penna.	107	4
Dickinson College	Penna.	105	3
Kutztown State College	Penna.	105	4
LaSalle College	Penna.	105	4
University of Virginia-Main	Va.	103	2
Rensselaer Poly. Institute	N.Y.	102	2
Wesley College	Del.	102	-
University of Rochester	N.Y.	102	3
U. S. Naval Academy	Md.	101	2

*Colleges are listed as: 1-Most Competitive, that is, even superior students may have trouble getting in, small admittance, top 10-20% of high school class; A to B+ student, require 625-800 on each SAT section; 2-Highly Competitive, that is top 20-30% of high school class; B+ to B student, 575-625 on SAT; 3-Very Competitive, which is 30-50% of high school class, no less than a B student, 525-575 on SAT sections; 4-Competitive, i.e., top two-thirds high school class; 425-525 on SAT; B- or better student (some C+ or C).

Table 9

New Jersey Senior Institutions
by Degree of Selectivity

State Colleges	Barron's Index*
Glassboro State College	4
Jersey City State College	4
Kean College of New Jersey	5
Montclair State College	4
Ramapo College of New Jersey	4
Stockton State College	4
Trenton State College	4
William Paterson College of N.J.	4
Rutgers University	
Camden College of Arts and Sciences	4
Newark College of Arts and Sciences	4
College of Nursing - Newark	3
Cook College	3
Douglass College	4
Livingston College	4
College of Engineering	3**
College of Pharmacy	3**
Rutgers College - New Brunswick	4
Mason Gross School of Arts	-
Other Public Universities	
N.J.I.T.	3
Independent Colleges and Universities	
Beth Medrash College	-
Centenary College	5
College of St. Elizabeth	4
Don Bosco College	-
Drew University	3
Fairleigh Dickinson University	4
Felician College	5
Georgian Court College	5
Monmouth College	5
Northeastern Bible College	-
Princeton University	1
Rabbinical College of America	-
Rider College	4
St. Peter's College	4
Seton Hall University	4
Stevens Institute of Technology	2
Upsala College	4
Westminster Choir College	-

*Colleges are listed as: 1-Most Competitive, that is, even superior students may have trouble getting in, small admittance, top 10-20% of high school class, A to B+ student, require 625-800 on each SAT section; 2-Highly Competitive, that is top 20-30% of high school class, B+ to B student, 575-625 on SAT; 3-Very Competitive, which is 30-50% of high school class, no less than a B student, 525-575 on SAT sections; 4-Competitive, i.e., top two-thirds high school class, 425-525 on SAT, B- or better student (some C+ or C). 5-Less Competitive, i.e., freshmen rank in top 75% of their high school class, have median scores of below 425 on the SAT and a G.P.A. of C. 6-Non Competitive, that is only evidence of high school graduation from an accredited school or a certain number of credits is required. (Also some colleges require entrance examination.)

**Indicates colleges for which no published Barron's ranking were given. They were assigned rankings based on SAT and class rank data submitted to DHE by the college.

N.J. DEPARTMENT OF HIGHER EDUCATION

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